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Problems in School Desegregation: Three Institutes for Public School, Junior College, and Professional Organization Leaders.

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The objectives of the program outlined in this report were (1) to assist local white and Negro professional organizations to work out the details of their merger and (2) to provide inservice conferences on school desegregation for personnel in various counties of northern Florida public schools. Instruction was given at the institutes and field conferences through small-group and large-group discussions and lectures. Separate reports of desegregation problems in each of the counties make up the bulk of this document. (EF)

ED028229

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROBLEMS IN SCHOOL DESEGREGATION: THREE INSTITUTES FOR PUBLIC SCHOOL, JUNIOR COLLEGE, AND PROFESSIONAL ORGANIZATION LEADERS

Author of Report: Dr. Robert B. Myers, Associate Professor, University of Florida

Contract Number: OEC2-6-000160-2002
P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Name of Program Director: Dr. Robert B. Myers

Imprint of Contractor: Board of Regents
University of Florida

The Project Reported Herein Was Supported by a Contract with the U. S. Department of Health, Education, and Welfare.

Date Transmitted: September 30, 1966

EQUAL EDUCATIONAL OPPORTUNITIES PROGRAM COLLECTION

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

UD 008 012

2. Abstract

(a) Identification:

(1) Title of Project: Three Institutes for Public School, Junior College, and Professional Organization Leaders

(2) Author of Report: Dr. Robert B. Myers, Associate Professor, University of Florida

(3) Contract Number: OEC2-6-000160-2002
P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

(4) Name of Program Director: Dr. Robert B. Myers

(5) Imprint of Contractor: Board of Regents
University of Florida

(6) The Project Reported Herein Was Supported by a Contract with the U. S. Department of Health, Education and Welfare

(7) Date Transmitted: September 30, 1966

(b) Dates:

(1) Planning phase: February 1, 1966 to June 1, 1966

(2) Training phase: June 1, 1966 to September 30, 1966

(3) Follow-up phase: June 1, 1966 to September 30, 1966

(c) Participants:

(1) Total number: On campus institute - 65

Conferences in full - 1730

(2) Types of personnel: Local officials of teaching associations

Administrators and teachers in conferences

(3) School systems represented:

Counties

Alachua	Lafayette	Pasco
Clay	Leon	Polk
Columbia	Liberty	Putmam
Duval	Madison	Santa Rosa
Escambia	Marion	Seminole
Gulf	Martin	St. Johns
Hillsborough	Okeechobee	Sumter
Jackson	Orange	Taylor

(d) Objectives of the Program:

To assist local white and negro professional organizations to work out details of merger of their organizations. To provide inservice conferences for public school persons in various counties of north Florida on problems of school desegregation.

(e) Brief Description of Procedures:

To bring together professional persons of both races to work on problems of desegregation in the schools through on-campus institutes and field conferences utilizing the best instructional means involving group process, lectures and audio-visual media.

(f) Results and conclusions:

Definite agreements were made among white and negro participants bringing about merger of their local professional organizations during the campus institute. The field conferences contributed to an awareness of the local desegregation problems and produced a vehicle for continued white and negro communication and inservice education programs.

3. Full Description of Program

(a) Participants:

(1)

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Lakeland, Fla.

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Stuart, Fla.

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H. W. Wright
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Lake City, Fla.

(2) Racial composition
33 Negro
27 white

Type of school personnel, systems represented, and schools within systems:

Local officials of teaching associations
Administrators and teachers in conferences

Counties
Alachua
Clay
Columbia
Duval
Escambia
Gulf
Hillsborough
Jackson
Lafayette
Leon
Liberty
Madison
Marion
Martin
Okeechobee
Orange
Pasco
Polk
Putnam
Santa Rosa
Seminole
St. Johns
Sumter
Taylor

(b) Permanent Staff:

(1) Permanent Staff:

Dr. Robert Myers - Director of Program. Responsible for publicity, recruitment of participants, institute program, selection of staff and consultants.

Dr. Phil Constans - Associate Director of Florida Education Association. He directed much of the daily program, planned and evaluated as the program progressed. He is excellent.

Mr. George Dabbs - President, Florida Education Association - He assisted with arrangements, introduced speakers and evaluated the planning being done by each local association team.

Dr. Johnnie Ruth Clarke - teacher, St. Petersburg Jr. College - She ass sted with work with local association teams. She makes a real contribution to planning and discussions.

Mrs. Mirabai Phanuel and Mr. Ricardo Girona, each served as half-time graduate assistants. They assisted with audio visual aids, materials and checking attendance.

(2) Consultants and Guest Lecturers:

Mr. Bob Jones -	Past President of Florida Education Association, Principa' of Ocala Elementary School, Ocala, Fla.
Mrs. Marion Shannon -	Past President of Florida Classroom Teachers Association
Mrs. June Pittenger -	Past President of Florida Classroom Teachers Association
Mrs. Connie Cason	President, Duval County Teachers Association, Jacksonvill Fla.
Mr. Chester Cowart	President, Duval County Negro Association, Jacksonville,
Dr. Hal Lewis -	Professor, University of Fla.
Mr. Jim Williams -	Field consultant, N.E.A. Atlanta Office
Mr. George Jones	Field consultant, N.E.A. Atlanta office
Dr. Sam Proctor	Professor, University of Fla.
Mr. Alvie Benton	Florida Education Association, Tallahassee, Fla.
Dr. Art Combs	Professor, University of Fla.
Mr. Mark Adams	Asst. Professor, University of Miami
Mr. Pat Tornillo -	Dade County Classroom Teachers Assoc. Miami, Fla.

Mr. John Cox	Field consultant, N.E.A. Atlanta office
Dr. Evelyn Sharp	Professor, Bethune Cookman College, Daytona Beach, Fla
Dr W. R. Pickens	Professor, Stetson University Deland, Fla.
Dr. Harland Merriam	Professor, Stetson University, Deland, Fla.

(c) Content:

Content was chosen to build both a background of information concerning the problems facing negroes in our culture and to provide assistence to solving the immediate problems of school desegregation. Specifically, the content included the following topics:

(1) Current court decisions and executive regulations appropriate to the desegregation within public schools in the school year 1966-67.

(2) Educational needs, interests, and problems of different social classes.

(3) Structures on complete participation in American life by certain racial, religious, and ethnic groups.

(4) The roots and fruits of prejudice.

(5) Leadership theory as applied to social action.

(6) Communications theory and community action.

(7) Methods of resolving conflict over controversial values and issues.

(8) Nature of method of operation of power structures in American communities.

(9) Moral aspects of desegregation.

(10) Desegregation of schools extra-curricular activities.

(11) Pupil assignment in schools and in classes.

(12) Faculty desegregation.

(13) Freedom of choice and zoning as desegregation measures.

(14) The nature of human potential.

(15) Instruction in bi-racial classes.

(16) The sociology of a school as a community.

Topics for consideration by different teams.

(1) Curricular experiences for culturally disadvantaged.

(2) Extra-curricular activities in desegregated schools and junior colleges.

(3) Faculty desegregation.

Topics for consideration by different teams. (continued)

(4) Grouping.

(5) Programs for building community support for desegregation.

(6) Learning disabilities resulting from segregation and compensatory activities to alleviate problems.

(7) Merging local white and negro professional organizations.

(d) Methods

The methods used in the institute included lectures, large group discussions, small group discussions, county school team meetings on action plans for desegregation, consultation with county school teams and with individuals, reading and discussion of readings, county school team reports both written and oral, role playing, case studies, and films.

All lecturers would be invited back again if I were to hold another institute. They provided much current and background information from the fields of history, sociology, psychology, psychiatry, law, and education. The majority of our discussions were spirited and open. The technique of requiring county team action plans encouraged overt involvement and commitment among those working up a report and helped others who heard the report to do the same. More role playing would help as well as additional films. Our films were good but there is a need for some directly on the subject. The consultants and staff did a fine job of counseling and guiding individuals and county school teams. Overall, the printed materials were helpful, but additional pamphlets need to be developed on the topics of desegregation of faculties, school activities, and instruction of desegregated pupils.

The participants recommended that the same balance between lectures, discussion and work sessions be maintained in any future institute of the same duration. I feel that everyone had a chance to "say his piece" sometime and somewhere in our program. The blocks of time scheduled for our activities were large enough, that we had a built-in flexibility that allowed us to take advantage of those spontaneous and highly motivated and beneficial activities that occur.

(e) Teaching Aids

In planning for the materials to be used by the institute, the staff drew up criteria to be used as a basis for selection. Materials were defined as pamphlets, booklets, reprints, leaflets and bulletins. The criteria were as follows:

1. Seek all materials dealing with the political, economic, social, psychological, and educational aspects of desegregation.

2. All material dealing with the political or legal aspects should be limited to present legislation and interpretation except historical materials.

(e) Teaching Aids: (continued)

3. Secure copies, if possible, of all legal acts, in their original forms, and interpretations from governmental sources.

4. Check all the university libraries and organized agencies for bibliographies on desegregation. When possible, review all materials for their relevance to desegregation and the school before including them on the final bibliography.

5. When contacting agencies, secure copies of their materials for each participant. Review samples of this material before ordering. When bulk quantity is not available, secure two or more copies for institute library.

6. Newspaper and popular magazine articles can be used for the institute library. When these articles have to be clipped, mount them for handling.

7. Make a special effort to secure some materials which show how school desegregation has worked both North and South but especially in the South.

8. Look for some materials which teachers can use in the classroom.

9. All films should be previewed before scheduling them for the institute.

10. Sources used for securing materials should be made available to the participants.

The participants kit included a bibliography prepared by the staff of available materials either in the institute library or one of the university libraries. Copies of the most significant materials were ordered for the participants and were included in the kits. Note pads, pencils, announcements, and other miscellaneous materials were added to the kits.

The institute library was set up in the meeting room which made it available to the county teams at all times. Materials from this library were borrowed by participants for weekends for examination by members of their teaching staffs at home.

At the beginning of the institute, the participants became acquainted with the materials and the library facilities were available to them. One of the graduate assistants was designated as librarian and handled all requests for materials. In the original briefing attention was called to significant materials which could not be secured for the institute such as current books on research studies. Sources for ordering materials and films were discussed. It was pointed out that the best sources, other than federal agencies, for securing up-to-date materials promptly were the National Education Association and the Anti-Defamation League. It was our experience that other agencies did not have current publications and were slow in replying to correspondence.

(e) Teaching Aids: (continued)

The Anti-Defamation League made available to the institute a special library of materials which are distributed through their office.

Some of the problems involved were the dearth of up-to-date materials and films. The major problem was securing appropriate films. We showed "Picture in Your Mind", and "The High Wall". Both are very good films.

The materials included in the participants' kits are listed below.

1. American Education and the Search for Equal Opportunity. Washington, D. C.: Educational Policies Commission of NEA. 1965.

2. Assistance on Special Educational Problems Occasioned by School Desegregation. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education. 1965.

3. Civil Rights Digest. Washington, D. C.: U. S. Commission on Civil Rights, August, 1964.

4. Civil Rights Under Federal Programs. Washington, D. C.: U. S. Commission, Number 1, January, 1965.

5. Dodson, Dan W. Crisis in the Public Schools: Desegregation Northern Style. New York: Council for American Unity, February, 1965.

6. Emotional Aspects of School Desegregation. New York: Group for the Advancement of Psychiatry, 1960.

7. "The First Work of These Times." American Education. U. S. Department of Health, Education, and Welfare, Office of Education, April, 1965.

8. General Statement of Policies Under Title VI of the Civil Rights Act of 1964. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, April, 1965.

9. Gertrude Noar. "Interpreting Race Relations in Education to the Community".

10. Grambs, Jean D. Education in a Transition Community. New York: The National Conference of Christians and Jews, July, 1958.

11. Grambs, Jean D. A Guide To School Integration. New York: Public Affairs Pamphlet No. 255.

(e) Teaching Aids: (continued)

12. Grants to School Boards to Assist in Dealing with Problems Incident to Desegregation. Washington, D. C.: Department of Health, Education, and Welfare, Office of Education, January 25, 1965.

13. Public Education. U. S. Commission on Civil Rights, October, 1964.

14. Public Law 88-352, 88th Congress, H. R. 7152.

15. Society for the Psychological Study of Social Issues, "Guidelines for Testing Minority Group Children", The Journal of Social Issues. 20: No. 2, April, 1964.

16. Tanner, James C. "Dixie Teachers Report Their Pupils Learn Well In Mixed-Race Schools". The Wall Street Journal. Monday, January 20, 1964.

17. White, J. B. Can We Afford To Close Our Public Schools? Gainesville: University of Florida, December, 1959.

(f) Consultation and Guidance:

The conferences in the school centers were set up by local officials with the assistance of the staff with regard to program, consultants and participants. Each group in the institute was guided in its action report by the staff as plans were developed.

Opportunities for consultation and guidance were plentiful in both the formal and informal activities of the institute. Very little assistance was requested in matters of human relations or understanding self, but much help was sought regarding desegregation planning. I feel that everyone left the institute knowing that "tokenism" is not enough, and knowing too that the many devices to protect "tokenism" are recognizable for what they are. Several County team plans were 'beefed-up" after sessions with the staff. I believe that much good was accomplished by consultants and staff in sessions with individuals and teams.

(g) Informal Program:

Much benefit in building morale and fostering interaction among all participants accrued from our 30 minute coffee break each morning, and from scheduled lunches of the staff with different groups of participants. Several participants stated that living together in Broward Hall provided the opportunity to get together and have those informal and meaningful sessions where a person really gets to know others. The staff noticed the development of car pools soon after the beginning of each institute which included members of both races as they drove to lunch and home on the weekends. The importance of being together in these many ways cannot be overemphasized.

(h) Facilities:

The P. K. Yonge Laboratory School, a Department of the College of Education, will be available for the use of the institute. This is alraady an integrated facility, and participants will have an opportunity to observe different aged children from various groups, both from the United States and from other countries, working together on a summer program. The College and the University are integrated facilities.

Space is provided for lectures to the entire group. Also adequate space is available for small group discussions.

(i) Participation of Local School Systems:

Recruitment of the participants was accomplished by contacting the local organization officials who nominated teams to comprise the representation in the institute. All participants were members of a county team. Many suggestions as to content and consultants were received. In addition, some problems to be studied by each team while attending the institute were identified in advance. These questions were considered by the director in his choice of consultants and in his planning with respect to schedule and sequence of activities.

It is my experience that the selection method discussed above provides for more motivation, more purpose, and more fruitful planning by participants. The knowledge that their problems are real, that they are shared by others, and that they are expected to find solutions and make recommendations upon their return home form a continuity of study, from home to institute and back home.

The conference phase of the summer program directly involved the school officials of the several school systems. The invitation to hold such meetings originated with persons in the school systems. The program was developed to examine the problems of each situation. The evaluation was shared by our staff and the local officials. The systems involved were Columbia, Seminole, Lake, Orange, Sumter and St. Lucie. The meetings varied from one day to three days.

(j) Plans for Follow-up:

The contract for this program expired on September 30, 1966. Continuation of this program has not been approved beyond this date. Since the summer activities extended practically up to September 30, no resources of staff or finances is available for cnntinued follow-up work.

(l) Overall Evaluation

It is our opinion that the Institutes and conferences were characterized by definite growth on the part of all participants, about evenly divided in terms of impact. Part occurred in the area of information and knowledge, especially knowledge in depth about the historic deprivation of the Negro leading up the present necessity. Part--possibly the most important--has to do with a development or maturation of attitudes on the part of the people taking part.

(l) Overall Evaluation (continued)

This was a very human situation. Of the 65 participants, it was possible to identify people whose attitudes toward desegregation ranged all the way from outright resistance to enthusiastic determination to promote the change as rapidly and as completely as possible.

This might have been expected, since the counties represented ranged from Dade, Pinellas, and Palm Beach Counties--cosmopolitan and big--to small counties representative of the old South, in Central and Northern Florida. I personally was surprised, at the beginning of the institute, to observe the strength of segregationists feeling evidenced by some participants. Some of these people began to show signs of change as the impact of numerous presentations and many exchanges of feeling and opinion took place. However, even to the end, it was quite possible that a small number of the people present were still seeking ways to reinforce their original determination to resist. This might be said of just a handfull. Others of segregationist leanings, some by their own admission, were yielding to the new order. If one can judge by their comments and those of their associates, their yielding came either from increasing conviction that school desegregation is inevitable and the best must be made of it, or from a sort of actual conversion resulting from finding out, almost for the first time, what American society has actually done to the Negro, how it came about, and why an intolerable situation can no longer be accepted.

(k) Evaluation Procedures:

No credit is offered in institutes or conferences. Participants are not evaluated in terms of grades. The program is evaluated by both participants and staff in its entirety. Attempts are made to answer these questions.

1. Is the subject matter pertinent to the problems of the participants?

2. Are lecturers able and competent in their knowledge?

3. Is sufficient time given to teams to make significant progress toward solving problems?

4. Is there a visible improvement in the behavior of participants for one another?

5. Is attendance good with little tardiness or absences?

6. What evidence is there to ascertain changes in attitudes and behavior toward race, problem solving, and social change?

REPORT OF FOLLOW-UP AND EVALUATION

(a) Follow-up

Since the dates of this contract extended only from about June 25th, when we were notified of its issuance, to September 30, 1966, the schedule provided for an institute and conferences with no time available for extensive follow-up. In fact, four conferences have been held in September , the last one just five days before the end of this contract.

Each of the local organization teams have sent in their proposals for merging the two local professional organizations. Extensive follow-up consultation is being given by the staff of the Florida Education Association. Our staff will have returned to their former responsibilities and will cease to function after September 30, 1966. Participants have been advised to call upon the F.E.A. for continued assistance until merger has been achieved.

School systems have been encouraged to continue inservice conferences without the benefit of contract resources. It is expected that members of the institute staff will give time and effort to these school systems when invited.

(b) Total Evaluation of Project:

It was expected that an orderly compliance with the Civil Rights Act would be a basic outcome of the institute. It was hoped that improved human relations, a commitment to equal opportunities, an acceptance of persons of another race, and better education for all would become goals of the majority of participants. While the first objective is accomplished in a legal sense, the educational problems of desegregation and integration are just now coming into clearer focus. The second objective cannot be accomplished without continued efforts.

Specifically the further training needs in the area served by these summer institutes include:

1. Additional summer institutes for administrative leadership persons in counties not served by this summer's program. There are at least twenty county systems in Florida which have not participated.

2. Additional summer institutes for central office, principals, counselors, and teachers from county systems which sent teams to last summer's institutes. This is the second step in a developmental program to provide more workers for equal educational opportunity programs and extend the influence of existing teams.

3. Many public school people equate Negro students with educationally disadvantaged students. Many lean to hormogeneous grouping which would in effect segregate classes within a desegregated building. The University will provide another summer institute for teaching the disadvantaged if the approval of the proposal is granted by the U.S. Office of Education. A combination equal educational opportunities institute and disadvantaged institute may establish more creative means to working with all students. The arrangement would be for teams of teachers and administrators recommended by our county teams of this past summer's institutes to have a two weeks institute on equal educational opportunities followed by six weeks of the institute on disadvantaged. Each experience would be unique but complementary.

4. The most pressing problem over the next several years will be faculty desegregation. While several school systems of our institutes have begun on a very limited scale, no one seems confident that it will be solved soon or without cost to individual careers or to the image of the Negro school. Conferences. consultant help and an institute on this particular program would serve to encourage progress and offer some solutions.

5. Last, but most important, is the planning for massive desegre gation in 1966 and 1967. "Freedom of choice" plans have produced only "tokenism" in many systems. While this is a significant first step, the continuation of "tokenism" over several years could undermine progress in neighboring systems and develop resistance on only a slightly higher plan than segreg ation. Progress in this area will depend in good part on procedures.

Each local merger team set forth their plans for unification of the local professional organizations. These plans are included here and make up the rest of this report. These plans are being implemented now. We do not know at this time the degree of success reached by each merger team.

JACKSON COUNTY TEACHERS ASSOCIATION

Problems to be considered through desegregation of schools:

Procedure for combining or merging JCTA with its counterpart.

1. Inform the officers of the discussion in which their President and CTA representative participated.

2. Write the President of CTA concerning the desire of forming a unified organization.

3. Discuss with the officers of JCTA the "Position" of a professional organization.

   (a) Committees that are needed. (selecting)
   (b) Relationship of the organization to the community.
   (c) The "Position" of FEA and NEA to unification efforts.

4. General meeting of all members of JCTA

   (a) Present the "Position" of the officers of the association on merger or combining.
   (b) Choose representatives for committees.
   (c) Give to selected representatives NEA local association leaflets that deal with their areas of discussion.

5. Take part in joint meetings if agreeable.

"The Marion County Story"

(Marion Educational Association)
Ocala, Florida
July 28, 1966

Problems to be considered through desegregation of schools:

At the beginning of the school term of 65-66 there were four professional organizations in Marion County; The Marion County Educational Association, The Classroom Teachers Association. These associations contained no Negro membership. The two Negro organizations were Marion County Teachers Association and Department of Classroom Teachers both affiliates of FSTA with no White membership.

A "Salary Suit" was begun in our County which necessitated the financial support of all teachers and all of the teachers responded. This suit began during the term of 64-65 and litigation is still in process at present.

During the latter half of the second semester of 65-66 a representative from FEA and NEA was invited to meet with the presidents and faculty representatives of the four organizations to set up some guidelines for establishing one professional organization for the county.

Shortly after the meeting the four presidents met and began to lay the ground work as follows:

1. Made survey of each school faculty.
2. Set up an integrated unification committee to write a new constitution.
3. Submitted new constitution to each school faculty for approval.
4. Set up a balloting committee composed of all four presidents to handle the voting procedures for the election of new officers.

    a. All teachers had an opportunity to make nominations for various officers of their choice.
    b. The first ballot was sent out to each school faculty.
    c. A second ballot was sent out when there was a tie-vote for the same office.
    d. All votes were counted and a slate of new officers were completed.

5. As of June 9, 1966 all four previous organizations were dissolved and was replaced by the new organization, which is now operating.

Recommendations for 1966-67

1. Assignment of appropriate standing committee or formulation of new committee to draw up suggestions to help the Board of Public Instruction and the Superintendent in faculty desegregation plan. The recommendation will be made that choice forms be sent out as soon as it is feasible.

2. Dissemination of information to the public informing them of the new association, its goals, purposes and newly elected officers.

3. Invitations to local news media to attend all the meetings of the general membership. This may mean preparation of news releases to radio stations.

4. Provision for teachers to attend school board meetings.

5. Dues be distributed partly to Executive Board and partly section on the basis of membership in each particular section or minimum amount to each section.

Comments:

We feel that the success of our new organization lies in the dedication of all members "Working in Good Faith", and we have all reasons to believe that our organization will be successful.

Delegation:
Mr. Meshall (Buddy) Michael
Mr. J. L. Singleton

JACKSON COUNTY TEAM REPORT

Problems to be considered through desegregation of schools:

1. Jackson County has had a Unified principals organization and a Social Club which is White principals only.

2. There is a Jackson County Classroom Teachers Association (CTA) (White).

3. There is a unified Supervisor's staff. They work in and share the same office.

4. The Jackson County Schools are all integrated except two and no Negro child wished to enroll in either of these rural schools.

5. I do not know what procedures will be worked out for integrating the teachers (faculty) this year.

6. The Professional Affairs Committee will hold a meeting August 1, 1966, with the Superintendent to see what plans can be worked out for forming a unified organization.

I have no idea as to how the group will react or undertake to solve the problem of dual associations in our county. I will present many plans and proceudres which have been presented here by the other counties, and help in any way to organize in a satisfactory manner a unified organization.

Purpose:

1. To work for the welfare of the school children.
2. To work for the advancement of education in Jackson Co.
3. To improve instructional opportunities for all.

I hope that such plans will be in the best interest of the children, the community, the teachers and the teaching profession of Jackson County.

THE POLK COUNTY REPORT

Problems to be considered through deseqregation of schools:

I. Where are we now?

1. Action stimulated by FSTA-FEA officers forming joint AD HOC Committee on state level.

2. Salary Committee Chairman requesting joint participation on his committee.

3. Salary Committee's delving into probable inadequate response of School Board to requests.

4. Consultants from NEA - Jacksonville, etc., brought in for conferences.

5. Adamant position of Board cause threat of sanctions.

6. Recognition of fact that no formal recognition of Profession had been affected. Recognition desired above acts of sanction.

7. Joint committess formed previously strengthened position of profession.

8. Vote of three organizations taken to authorize Salary Committee to work with School Board.

9. Unification Committee set up in September of 1965 worked jointly to structure an instrument for the unification of the three organizations.

10. Committee reported completion of work.

11. Reviewed by each school.

12. Approval voted on in each school under supervision of Building Representatives.

13. Results given in joint meeting of all teachers...members.

14. Professional Affairs Committee (PAC) formed...Represents VOICE of the Profession.

II. Summary

1. As of July 1, 1966, we have officially voted, almost unanimously, to merge, combine the three organizations of FSTA, CTA, and PCEA into one new organization, PEA.

2. The officers are the presidents of the three organizations, who met and selected the three positions thus: President, and President of FSTA, Secretary.

3. A Constitution Committee had been formed to begin work next term. This Committee is composed of members from each organization.

4. Realization of progress to this point represents many, many long hours of work by the committee with the help of resource people from NEA down.

5. Expect fairly smooth program of integration, lasting over a period of years. We do have some real problems in this field.

III. Our County's problem is:
   a. Immediate
   b. Long range

Our immediate problem is to get each teacher "INFORMED" and "INVOLVED" in the actual working of our "NEW ORGANIZATION" implementing effectively our program with faculty, pupils and staff in our school system.

Our long range problem is a more effective educational program.

IV. Definition of Terms:

a. Informed - A working knowledge of the facts as set up in the new organization guided by the New Constitution.
b. Involvement - Actual participation and interest with the new organization by involving the standing committees such as:

1. TEPS
2. Salary
3. Legislative
4. PR&R
5. Constitution and By-Laws
6. Welfare
7. Retirement
8. Tenure
9. Ethics
10. Resolution
11. TOT
12. FTA
13. Insurance
14. Advisory Committee

c. New Organization - The structure of the new county organization (PEA) namely:

1. PCEA
2. FSTA
3. CTA

d. New Officers - President, Vice-president, Secretary, (These are the past president of each of the above mentioned organization.) plus Building representative of each school.

e. Executive Board - President, Vice-president and Secretary

V. Who shall we inform and involve?

There are two groups we plan to inform and involve, namely; (1) Those closely and intimately related to the, and (2) those who comprise the people or population not intimately related to the schools, or all peoples and groups having to do with the system in a less intimate manner.

First, those intimately related to the school includes instructional personnel, local administrative personnel, supervisors, the County Superintendent and staff, Boards of Education, and the local PTA.

Second, those not too intimately related to the schools include churches, ministers, other professions, business leaders, civic clubs, Property Owner's League, Chambers of Commerce, leading citizens (power structure), radio, newspapers, and youth groups.

VI. How shall we inform and involve them?

1. Hold informal meetings among themselves beginning with the four who attended the Leadership Institute at Gainesville, July 18-29, 1966.

2. Hold informal meetings with the officers of the new organization, (PEA).

3. Hold small, informal meetings of white and negro teachers during pre-school days at the local level to discuss the new organization.

4. Hold one or more area-wide integrated meetings during the pre-school days at the local level to discuss the new organization.

5. Hold one or more county-wide meetings during the pre-school days, or later, to discuss the new organization. Invite outside resource people to these meetings.

   In each of these meetings, the work must be well planned and efforts should be made to actively involve or engage a great per cent of the teachers, both white and negro.

VII. Recommendations:

1. The four teachers who attended the Institute at Gainesville hold several meetings upon returning home to draw up plans for presenting their findings to the entire community.

2. These four will hold a meeting with the county superintendent of schools.

3. These four will hold a meeting with the officers of the new organization, (PEA).

4. Invite the participants of the 1965 Institute to meet with us to compare ideas and to assist us in our program.

5. Make a report of our Institute to all ten of our area-school communities.

6. Plan to have a county-wide meeting of all teachers during the pre-school period to present our findings. Invite outside resource people to attend and participate.

7. The county school board purchase the tapes and messages of the Institute for county-wide use.

8. Suggest that we draw up, immediately, a Constitution and By-Laws for our PEA and that the Duval County plan be used as a guide.

VIII. Conclusions:

1. It is our considered opinion that our county should pursue desegregation in its fullest and richest sense as it relates to pupil, faculty, and the administration. This will take patience, wisdom and persistence.

2. In order to realize an effective educational program and a strong professional organization will require the services of a trained executive secretary. We therefore recommend a $20 annual dues structure and the selection and employing of an executive secretary.

3. An effective educational program can be achieved by the following:

   (1) Proper, professional living example of each teacher
   (2) By teachers being willing to transfer, exchange, from white to negro schools and vice versa, voluntarily
   (3) Support these by a strong, active, PR&R program or committee.
   (4) Give teachers who voluntarily transfer to other schools the privilege of returning to their former positions or an equivalent position.

Report of the Orange County Delegation
to
Workshop on Professional Association Unification

Problems to be considered through desegregation of schools:

Part I
Present Position

At the present time and for many years prior to this, there are and have been three active professional associations for educators in Orange County. They are as follows:

1. The Orange County Education Association, is presently a predominantly, if not all white association which includes in its membership a large number of representatives from every level of education, ie., classroom teachers, principals and county administration such as supervisors, etc. Its membership runs at about 2,300.

2. The Orange County classroom teachers association is a predominantly white organization. There had been no color clause in its constitution. However, it was not until this past year that this was brought to the attention of both the membership and the negro association and consequently this was the first year in which a small number of negroes joined the association. Membership of this group number about 2,200.

3. The Orange County Teachers Association is an all inclusive negro association. It is set up in the same fashion as the old Fla. State Teachers Association. Of course, it has the various work level departments within it. Its membership is approximately 400.

The Orange County Education Association and the Classroom Teachers Association have been autonomous in their operations even though the membership of the OCEA is predominantly made up of the same teachers who belong tothe CTA. However, autonomy in this instance, has never meant disharmony. The two associations have basically operated in different realms, complimenting the activities of each other. The prime concerns of OCEA have been in the areas of hospitalization insurance, scholarship programs, and professional rights and responsibilities. The CTA has acted to carry out programs concerning all other pertinent areas. The CTA has, by far, been the most active and powerful of the two white organizations.

Part II
Recent Activities

Recognizing the desirability and necessity of bringing about a unification of the forces of negro and white classroom teachers, the board of directors of the Orange County Classroom Teachers Association directed a committee, made up of the officers of the association to enter into discussions with the officers of the Department of Classroom Teachers of the Orange County Teachers Association, as to the possibility of a merger between the two groups. A motion to this

effect was passed last May, after the CTA Board had been advised that the President of the OCTA - DCT had already contacted one or more officers of the CTA suggesting such discussions. The passage of this motion was brought to the attention of the representative council of the CTA and there was no adverse criticism whatever.

Subsequently, a meeting of the officers of the two groups was held on the evening of July 14, 1966. Basic agreement was reached on proceeding towards the merger, using the pattern of structure developed in the FEA-FSTA merger as our guideline. The constitution committee of the CTA has been instructed to have ready for presentation to the CTA membership by the time of pre-school planning, constitutional revisions which will provide for a fair and equitable merger. These revisions will be examined by DCT officers before they are submitted for final approval.

Unfortunately, no official discussions have been carried on between the OCEA and the OCTA prior to this time and perhaps even more unfortunate, OCEA has been represented at this workshop only one day by only one of their officers. However, very amicable informal discussions concerning the possible merger of the two groups have been held between various leaders of the two groups and there seems to be a genuine desire on both sides to bring the merger into reality. Further, the one day appearance of an OCEA representative was a very fruitful occasion.

Part III
Future Plans

It was agreed that a meeting of the leadership of the above mentioned associations would be called early in August and that definite plans would be laid at that time for the consumation of the desired merger.

Recognizing our limitations as mere representatives of the various professional associations of Orange County, we understand that our delegation to this workshop can not state flatly that our associations will do certain things within the coming year. However, we have reached unanimous agreement upon the following recommendations which we will carry back to our respective associations.

1. That all necessary effort be expended to bring about a satisfactory unification of the Dept. of Classroom Teachers with the Orange County Classroom Teachers Association.

2. That similar efforts be made to unite the OCTA and the OCEA.

3. That upon successful unification of the above noted groups an immediate study be launched concerning the feasibility of further unifying OCEA and OCCTA into an all inclusive professional education association. This study should be initiated by the OCEA since all levels of the Profession are represented here.

Part IV
Conclusions

One might conclude from the foregoing recommendations that the Orange County delegation has gained very little from our participation in this workshop as it seems that very little is being recommended that is not already substantively in progress, the matter of total unification being the only exception. However, this is not at all true. By our presence here we have become acquainted with the pitfalls and problems as well as the successes which other associations are experiencing. Any individual who has not learned greatly from his experiences these past two weeks is the victim of one of three maladies: deafness, idiocy or closed mindedness. But to a greater degree than from others, we have learned from one another. We have learned something of the fears, hopes and reasooning of ourselves as well as the associations we represent. Because of our close association, because of our often painfully difficult attempts to truely understand our counterparts in their thinking, we feel that we are now far more prepared to exercise our powers of leadership in overcoming the difficulties that may lie ahead.

ALACHUA COUNTY REPORT

Problems to be considered through desegregation of schools:

The composition of this committee: 3 classroom teachers and 3 principals - including the president of classroom teachers and chairman of the principals association.

Mrs. Hall	Mr. Hathcock
Mrs. Lunsford	Mr. Pritchett
Mrs. Walker	Mr. Rawls

1. What we want to accomplish:

   There is presently one organization for all classroom teachers and one organization for all principals. For the term 1966-67, all committee chairman and committee members have been and will be appointed for the combined membership irrespective of race. The executive board will be composed of representatives from all schools in the county.

   Our ultimate foal will be a county education association with separate divisions or departments to function in 1967-68.

2. How to accomplish it:

   Though our present CTA has had an open membership for five years, channels of communication, foremost, among other reasons, has not made this knowledge widely known. To have a more effective CTA, a new constitution committee has been named to rewrite this organization's outmoded constitution. A separate committee composed of teachers, principals, and adm. staff will function in establishing guidelines for a county wide association. At pre-planning in August, 1966, this committee will be announced. In November, 1966, NEA has scheduled an evaluation of our CTA. This was requested by the present president last spring.

   CTA - Classroom Teacher's Association (White)
   ACTA - Alachua County Teacher's Association (Negro)

   In 1954, in order to realize an increase and equalization of salary, the CTA and ACTA began a working relationship. An invitation from CTA was extended to ACTA to send representatives to their executive board meetings. The members of the ACTA were appointed by its executive board to attend the CTA meetings. This has continued through the years. These representatives informed their executive board of business pertinent to the association. The ACTA shared in the expense of the legal advisor each year.

   In the spring of 1965, a questionnaire was sent by the CTA to all teachers as to their feelings of one organization. The feeling was overwhelmingly in favor of one organization. At the close of the school term, a meeting of the executive boards of ACTA and CTA was called, committees were formed. All schools in the county selected or appointed a building representative and alternate. In the fall of 1965, a ballot for each teacher

was given to the building representative. Each teacher was asked to vote by ballot. The ballots were returned to the executive board and counted. Ninety-five per cent voted yes for one county organization. Some ACTA members joined all local, state, and national associations. The CTA and ACTA sent representatives of both races to CTD Work Conferences.

3. Relationship to community:

The community does not present a problem in the desegregation of organizations, nor the effective functioning of the same. However, it is our goal to effect the most advantageous public relations program as to the effectiveness of the schools in Alacuha County and the rate of the personnel in making this possible.

PASCO COUNTY TEAM REPORT
July 27, 1966

Problems to be considered through desegregation of schools:

This Institute has provided for us some of the basic essentials necessary for unification or merger of the two presently existing organizations.

Realizing at this point how much can be achieved by simply sitting down and talking together, we have made the following proposals:

Structure of the two proposed committees:

Executive Committee will be comprised of

1. Elected officers of FEA and PCTA
2. Building representative from each school
3. Committee chairmen
4. Coordinating council members

Coordinating Council

1. President of the Principals Division and one representative
2. President of the Classroom Teachers Division and seven representatives

Proposed Meetings

1. A meeting with the Superintendent and General Supervisor
2. The Executive Committees of PCTA and FEA will meet. At this meeting they will lay the foundation for the other proposed meetings.
3. The Executive Committees will meet with their respective organizations to inform them as to what has transpired in the Executive Committee meeting.
4. Pre-planning, a workshop or general meeting of all administrative and teaching personnel in the county thus seliciting the aid of the State FEA Team.
5. Business meeting, at this time, will be called to discuss definite plans for merger or unification.

We will approach the unification with this underlined fact in mind. We are all working for a common goal, "Better Education For The Children of Pasco County.

SUMTER COUNTY REPORT

Problems to be considered through desegregation of schools:

On August 16, 1966, there will be a county wide meeting of all educational personnel in Sumter County. We have asked Dr. Constans and Mr. Benton to attend.

At this meeting our committee will ask the Sumter County Teacher's Association (Negro) to meet on September 15, 1966, and vote on our proposal that the SCTA will abide by the SEA constitution as amended by an interim agreement for the remainder of the 1966-67 school year. A two-third affirmative vote would be required for passing this proposal. At the same meeting our committees will ask the Sumter Education Association (White) to meet on September 15, 1966, and vote on our proposal to amend the present SEA constitution by adding an interim agreement which would be in effect for the remainder of the 1966-67 school year. A two-thirds vote in the affirmative would be required for passing this proposal.

INTERIM AGREEMENT

Step I. The name of the organization for 1966-67 will be Sumter County Education Association.

Step II. The officers for SCEA will be: President - the present President of SEA, President Elect - the present President Elect of SEA, Vice President - the present President of SCTA, Recording Sec., Treasurer - the present Sec.-Treas. of SEA, Corresponding Sec. - the present Corresponding Sec. of SCTA.

Step III. A constitution Committee of 12 members will draft a new constitution for a unified professional organization. One representative will elected by each school faculty to serve on this committee. The committee will elect its own chairman. This committee shall have a report ready on or before March 1, 1967. All teachers, administrators, educational guidance personnel, and supervisors who are actively engaged in elementary, secondary or college education within Sumter County must have an opportunity to vote upon this constitution. Sixty percent of those voting will constitute a majority vote for the adoption of this constitution. Voting on this constitution will take place on the first school day after the required 30 day period has elasped following the presentation of the report.

Step IV. The SCEA officers named in Step II above shall serve as the Constitutional Voting Committee. This committee shall set up procedures to insure every eligible voter an opportunity to cast a secret ballot. This committee shall also be responsible for collecting and counting the ball ts.

COLUMBIA COUNTY TEAM REPORT

Problems to be considered through desegregation of schools:

Background

Prior to the 1966-67 school year the CEA and CCTA held separate meetings four times annually. The CEA met for the purpose of electing officers and selecting insurances. Other accomplishments were held to a very low minimum. The CCTA conducted professional programs at each of its scheduled meetings.

Our Present Position

The CCTA and CEA merged completely during the spring of 1966.

The method used for merging was the circulating of a questionaire among all teachers of the county. A favorable response was received from 95% of the teachers in the county.

All principals and officers of the CCTA will serve as members of the Board of Directors for one year. At the end of the said year, everyone holding membership in the organization will be eligible for office in the CEA.

The constitution and by-laws of the two organizations, along with the constitution and by-laws of the FEA and NEA, will be studied at length by a committee selected from the two organizations, and, those inserts which the committee feels will be of vital importance to the merged organization will be adhered to.

It is the opinion of this committee that we maintain the department of Classroom Teachers because of this organization's numerical strength, professional power, and tremendous amount of interest exercised by its members. This department integrated in November, 1965. At present, Negroes hold offices as vice president and recording secretary.

Our Proposal

As a result of information secured at this institute, this committee suggests that the merged organizations consider the following:

1. Appoint a public relations committee for the expressed purpose of keeping the public informed of the activities carried on in the newly formed organization.
2. Encourage the organization to secure some of the taped speeches made in the institute.
3. Allow for a faculty representative of each member school.
4. Request the school board to include a representative from this body at each of its meetings.

MADISON COUNTY REPORT

Problems to be considered through desegregation of schools:

I. Present situation

A. Teacher organizations
1. Madison County Education Association (White) made up of Madison Education Association and Classroom Teachers Association.
2. Madison County Teachers Association (Negro) with a Department of Classroom Teachers.

B. Madison County Principals monthy meetings are integrated.

C. Integrated committees for writing Language Arts and Math bulletins for Economically Deprived children functioned successfully in Madison County during the Spring of 1966.

II. Plan for Unification

A. Executive committee meeting of all teacher associations during pre-planning.
1. Get acquainted
2. Give reports of summer institute and workshop
3. Keep minutes for future meetings.

B. Separate meetings of White and Negro Organizations
1. Give report of Executive Committee meeting
2. Appoint committee to set up guidelines for combining or unifying county organizations.

III. Anticipated outcome
A. Unify teacher organizations by end of '66-'67 school term
B. Elect officers from total group
C. Appoint committees from total group

GULF COUNTY REPORT

Problems to be considered through desegregation of schools:

At the beginning of the 1966-67 school term, all schools and professional organizations of Gulf County will be fully integrated.

Grades seven through twelve were integrated at the beginning of the 1965-66 school term; grades one through twelve will be integrated at the beginning of this term. This student integration is working quite satisfactory for both Negro and White teachers and students.

Prior to the end of the 1965-66 school year, there were four professional organizations in Gulf County. They were the Gulf County Education Association, which was a white organization; the Gulf County Teachers Association, which was a Negro organization; and a Negro and a White organization of the Classroom Teachers Association, which was integrated.

In April of 1966, the members of the Guld County Education Association voted to invite the Gulf County Teachers Association to join their organization. This merger of the two organizations automatically merged the Negro and White organizations of the Classroom Teachers Association.

Consequently, there is but one professional organization in our county. It speaks in one voice for all of the teachers, both White and Negro in Gulf County.

However, although the professional organizations will be integrated, the merger will be only nominal and de-facto segregation will still exist if qualified Negroes are not provided with opportunities to actively and influentially participate in committee work. Since most of our committees are selected on a voluntary basis, we believe that genuine involvement of the Negro members will exist. We also plan to confer privately with the officers and leaders before the first meeting of the coming school year to request that the actively promote such involvement.

If, at any later date, the present kind of merger becomes unsatisfactory to the Negro members of the organization, we shall attempt to establish a committee consisting of both races to draft plans for a new organization based on a new and mutually satisfactory constitution.

To thoroughly acquaint the other members of the Association with the work of this institute, we shall present a full report at the first meeting of the GCTA. We shall also encourage them to study the copies of the speeches made here and other literature obtained.

To inform the community of the causes, nature, and results of the merger, we shall give a press release to the local newspapers.

LIBERTY COUNTY REPORT

Problems to be considered through desegregation of schools:

In response to a request for the unification of county teacher organizations by the FEA and NEA, I hereby submit the following plans which are based on some suggestions and plans being tried and successfully used in many counties throughout the state, especially those counties represented here at the workshop.

1. Meet with my own members and talk about the need for unification.
2. Circulate beforehand if possible, printed copies of the speeches made here at the workshop, for the purpose of aiding in setting a climate for a more speedy unification, also play any available tape recordings of the speeches made at the workshop.
3. Allow members to ask questions and to express themselves.
4. Form committees to work on a workable constitution and by-laws.
5. Meet frequently to abandon any personal differences and feelings in order to gain group and professional unity.
6. Contact and provide the president of the other local teacher organization with a copy of the speeches made here at the workshop, in order that she might gain a better insight of some of the problems that we will have to cope with. This I feel is necessary since no member of the other group was present here at this meeting.
7. Plan joint committee meetings of both organizations and make plans for combining and understanding each other. Offer an opportunity to listen to tape recordings that I will purchase from FEA (workshop).
8. Plan for the group to arrange for speeches to be made to civic organizations, the PTA, and Church groups by influential members of the organization and local citizens whenever possible.
9. Communicate with public through the media of the newspaper, radio, TV and posters.
10. Check and remove all prohibitive clauses from the constitution that would slow up initial unification.
11. Discuss local problems and offer workable solutions.
12. Permit the Technical Assistance Group from FEA to come in and explain policies to teachers and to the people of the community. Allow a question and answer period.
13. If necessary, also permit the Technical Assistance Group of the State Department of Education to c ome in and offer assistance to teachers and people of the community.
14. To work with the people of the community, and to make sure that lines of communication are kept open.

Our Goal

"Quality Education For <u>All</u> Children"

15. Encourage 100% membership in all teacher organizations, local, state and national.

ESCAMBIA COUNTY REPORT

Problems to be considered through desegregation of schools:

Toward the establishment of unification in the education association of Escambia County, Florida, the following steps have been taken:

1. Ad hoc committees have been selected from the Escambia Education Association and the Escambia County Teachers' Association.

2. Ad hoc committees have been combined to form one county wide ad hoc committee for the purpose of developing guidelines for unification.

3. The county wide ad hoc committee has given consideration to the problems through deliberations related to positions of the respective associations.

4. Both associations have dropped the words "white" and "negro" from the constitutions.

5. Both associations have spent time in making analyses and interpretations of the two constitutions.

6. The minor differences in the constitutions provided facility in the development of a unified constitution.

7. Division departments (subject area departments) have experienced merging to a point wherein each is readily identified. The majority of these divisions are ready for complete unification.

8. The structure for the unification of the Escambia County Teachers Association and the Escambia Education Association has been established.

9. The target date has been set for the unification of the two organizations.

Some proposed Guidelines for the promotion of unification are:

1. In perfecting the inification process meetings should be structured for the purpose of enabling teachers to engage in discussions which will develop better understanding of each other, establish faith in each other, and to modify self concepts.

2. To facilitate the unification process all professional personnel should be made knowledgeable of all progress and courses of action taken toward unification by:
   a. Distribution of a monthly professional newsletter.
   b. Establish channels of communication through building and division representatives in disseminating specific information relating to unification.

3. Additional committees be established within the currently merged division departments.

4. That the unified county association be structured in full accordance with the National Education Association and the Florida Education Association.

CLAY COUNTY TEAM REPORT

Problems to be considered through desegregation of schools:

Participants: Miss Alma BaCon - President of Clay County Teachers Association (Negro)
Miss Joyce King - Chairman of the Clay County PR&R Committee representing Clay County Education Association (White)

Background: In May, the CCEA wrote a letter to the CCTA inviting them to join the CCEA. The weekend before this conference the CCTA answered that they would like to join the CCEA. During this conference it has been possible for Miss BaCon to meet with the president and president elect of the CCEA during their lunch break from summer school classes. There are 10 white schools and 4 negro schools in Clay County. All white schools will be integrated, students and teachers, this fall. The CCEA has 250 members and CCTA has 34 members. Both organizations are over all organizations.

Plans: The Executive Boards of the two organizations will meet on August 19th to make the final plans for one organization. A county wide meeting of the two organizations will be held on August 22nd.

Recommendations:

1. That the CCTA join the CCEA under the present constitution of the CCEA which has never had a barrier to membership.

2. That the present officers of the CCTA will become committee members for the coming year. The Building Representatives automatically become members of the Executive Board under the constitution.

In the CCEA is more than enough work to be done by those who are willing to work towards a united front for the benefit of all our students.

LAFAYETTE COUNTY REPORT

Problems to be considered through desegregation of schools:

Lafayettee County has a grand total of 35 teachers. Five of these are Negro teachers. We have two schools, Lafayette High and Kerbo Elementary in the county. Lafayette High School integrated its student body last year without any outstanding problems. The faculty will have a Negro as librarian this year. In fact Miss Thomas is already working on the summer program getting the library ready for school to open.

The Lafayette County Education Association re-organized two years ago. Its constitution does not prevent the Negro teachers from belonging to our association, however, they have not been invited to join. The LCEA did discuss an invitation at our last meeting, but regrettably some members wanted to wait due to community acceptance of the situation.

At our first meeting in August, I intend to encourage the association to extend invitation to the Negro teachers to become active in LCEA. I feel that we will be able to educate the community to accept these changes and that we can have a unified assoc-'ation working for the good of the teachers and students of Lafayette County.

The Lafayette County Teachers Association Group is expecting to be invited to join the local LCEA. If we are invited, I, Evangeline Chandler, former president, will present to the teachers *the invitation and encourage them to join* the local association, the state organization, and the national organization. It has been our policy in our school to participate one hundred per cent in all professional organizations.

Mr. Townsend and I have discussed thoroughly the combining of the associations. We feel within ourselves that through communications we will be able to aquaint the community with the situation as it stands today. We have learned that communications will lead to a successful combining of our organizations.

We do not anticipate any problems.

SANTA ROSA COUNTY TEAM REPORT

Problems to be considered through desegregation of schools:

Recommendations for Unification -

In as much as we have not had any representation from the SREA (White organization) assisting us at this Institute, we, the officers of SRCTA, pledge to make the following recommendations:

1. Contact the executive committees of SREA and SRCTA in order to make plans for a joint meeting to begin the first steps of unification of the two organizations.
2. Discuss and scrutinize both Constitutions and hope to come to a happy medium. If necessary write a constitution.
3. Set a target date for the merging of the two organizations.
4. Suggest that fairness be considered in the election of officers.
5. Notify the FEA office in case we need help.

SEMINOLE COUNTY FINAL REPORT

Submitted by Stanley T. Muller and Ruth Johnson

Problems to be considered through desegregation of schools:

You have a copy of what we have already done in Seminole County with respect to the former SCTA and the SEA, so the representatives from Seminole, Mrs. Johnson and I feel that our energies should be devoted to offering assistance by way of suggestions to combining the two classroom teacher organizations. We further feel that this might best be done by calling the groups together and posing several questions for their consideration.

1. Has a joint committee been formed to review the revised adopted CTA Constitution?
2. How much consideration has been and is being given to the active participation through committees by members of both groups?
3. What are some of the professional concerns of the teachers that will need finances?
   (a) Budget Committee representing both groups
4. How professionally dedicated are we to supporting faculty integration?

TAYLOR COUNTY REPORT

Problems to be considered through desegregation of schools:

Presently, there are two existing organizations in Taylor County:

1. Taylor County Education Association (White)
2. Taylor County Teachers Association (Negro)

Much of the official planning for unification was done during the latter part of post-planning of the year 1966. Therefore, communication between the organizations were poor and late with the results being that each elected its own officers for the year 1966-67.

I. Background Information:

a. Integration of the schools during the 1965-66 school term.
b. Integration of the fall extension classes.
c. Integration of the departmental meetings for curriculum study.
d. Integration of the staff beginning with the 1966-67 school term.

II. Steps We Have Taken Toward Unification:

a. One Negro has been appointed to the salary study committee.
b. Several joint executive board meetings were held.
c. Modification of the TCEA constitution so as to make unification possible.
d. Provision for two members of the high schools and elementary schools to be on the executive board.
e. Extension of invitation from the TCEA to the TCTA to join with equal rights for all.

III. Recommendations:

a. Appointment of members from the TCTA to all committees.
b. The secretaryship vacancy be filled by a member of the former TCTA.
c. For term 1967-68, officers be elected from the total membership irrespective of race.
d. Invite consultants from FEA during pre-planning.
e. As early as practical, secure an evaluation of our professional organization by NEA.

MARTIN COUNTY MERGER REPORT

Problems to be considered through desegregation of schools:

Operation on the belief that an invitation of one local organization to join another organization does not, in effect, accomplish or constitute a merger, also that the professional and personal rights of all teachers must be insured, and that my aims for the teaching profession of Martin County are for one strong, cooperative, progressive and unified professional organization, I am sitting forth some steps by which I as one person on our Constitutional Committee, plan to make a beginning for unification. They are as follows:

1. Seek out and communicate with all leaders of the Negro and White teaching profession in Martin County

    a. Help each other to see our responsibility to our profession and to the children we teach.
    b. Have all leaders to impress on their colleagues the importance of membership to a professional organization, local, FEA and NEA.
    c. Learn to talk with and to ingender trust in one another and ourselves.

2. Stress the point of being flexible

    a. Do not judge all by one.
    b. Do not take comments as personal affronts.
    c. Learn to be tolerant of each personality.

3. Set up ground rules and committees

    a. Have each leader write down what points he feels are important to the merger and compare.
    b. Organize those points all agree on and form committees to work out and understanding.
    c. When all points have committee solutions bring before both Constitutional Committees for discussion and approval.

Example of above:

Q. What about assets and debts?
Q. What about elected officers (their status in the new organization)?

d. Committees
    1. Constitution
    2. Communication and public relations
    3. Professional standards and goals
    4. Assets and debts
    5. Nomination committee
    6. Legal committee to check points in question and incorporation status

4. Communications (keep all informed on progress)

    a. With both organizations
       With the school officials
       With the public
    b. Use all available medium
        1. Radio
        2. Newspaper
        3. Speeches to
            a. Civic organizations
            b. Church groups
            c. PTA
            d. School Board
            e. Any other group that may ask
        4. News letters to all members

5. All committees must keep all munites of all meetings
6. Call meetings regularly of all school representatives and committee chairmen (keep the fires burning)
7. Send out observers from each group to the other group
8. Before a committee approves a point in question it must be approved by all members of that committee
9. Set target dates for all committees and for the merger
10. When all committee findings are agreed on by the Constitutional Committee

    a. Referendum of the entire profession on the plan of merger and the creation of a single association.
    b. If A is carried, install new officers as agreed

11. Pray

I am sure that the before mentioned will not be as easy as it is to put on paper but it must be done to insure professionalism and quality in teaching in Martin County. The road ahead will be rough but there can be no further foot dragging. To borrow a well known phrase---"We must move on with vigor" for the sake of the children and our profession.

OKEECHOBEE COUNTY TEAM REPORT

Problems to be considered through desegregation of schools:

Since our associations have been unified since August, 1965, our problem is not one of unification but rather of improving something already in existence. Our problems were simplified because our groups were small and our school system concentrated in the county seat. There already existed excellent channels of communication and individual members of one organization were acquainted with individual members of the other.

We, as members of the Okeechobee County team at the Florida Education Association Leadership Conference held at Gainesville, Florida, July 18-29, 1966, after due consideration and discussion make the following recommendations:

1. Revision of our Constitution and By-Laws, Article III, section 1a by the addition of the following:
   a. Procedures for bookkeeping and auditing
   b. Specifying the powers of the Executive Board
   c. Making the building representatives Ex Officio members ofthe Executive Board

2. Person-to-person contact to encourage all teachers to
   a. Become active members of the local, state and national associations
   b. Keeping members informed of problems, projects, progress and decisions on the local, state, and national levels.

3. Improvement of public relations by disseminating information
   a. A column appearing regularly in the local weekly paper
   b. "Know Your CTA" as part of the regular school radio program on a weekly basis
   c. Distribution of FEA and NEA journals to the offices of local doctors and dentists (when husband and wife both receive copies)

4. Improvement of Human Relations
   a. Getting acquainted with and knowing each other
   b. Social gatherings
      1. Christmas party
      2. Pre- and post-school outings and picnics
      3. Informal teas

5. Activation of the following standing committees
   a. Professional problems and teacher welfare
   b. Public relations
   c. Ethics
   d. Social committee

6. Distribution of the local and national Code of Ethics to all teachers

7. Proper orientation of new teachers to our association and community.

OKEECHOBEE CTA RECIPE

1.cup of leadership
3/4 cup of teachers
1 heaping cup of faith
1/2 cup of love
1 cup of courage
1 tsp. of customs
1/2 tsp. of tradition

Mix all ingredients together well and you will have a good CTA.